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ABSTRACT

Necessary required efforts are discussed which effect Special Work Project (SWP) clients through their transition from subsidized to nonsubsidized work. These ranged from personal counseling to day care services, and it was found that supportive services helped reduce barriers to employment. Enrichment funds were allocated for teaching basic education and job related skills, and Training Related Expense monies were used for all other money solvable barriers. (Also included are six appendixes.) (Author)

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THE TRANSITION FROM SUBSIDIZED TO NONSUBSIDIZED EMPLOYMENT:

THE VERMONT EXPERIENCE

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Vermont Department of Employment Security

Madelyn Davidson, Commissioner

The Experimental and Demonstration Manpower Pilot Project on the Special Work Project for the Unemployed and Upgrading for the Working Poor

September 1973

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THE TRANSITION FROM SUBSIDIZED TO NONSUBSIDIZED EMPLOYMENT: THE VERMONT EXPERIENCE

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PREFACE

In mid-1970, as a consequence of welfare reform legislation then pending in the United States Congress, the Vermont Department of Employment Security was chosen to test and document experimentation in the manpower training aspects of the proposed legislation. The overall objective of the resulting Experimental and Demonstration (E&D) Manpower Pilot Project was to explore the feasibility and value of alternative approaches and procedures for conducting the Special Work Project (Public Service Employment) for the unemployed and Upgrading training for the working poor, as a means of helping to develop guidelines and other knowledge required to facilitate and make more effective national implementation and rapid expansion of manpower projects aimed at enhancing the employability of heads (and other members) of low-income families.

The project thus had two major components within the overall project:

- "Special Work Project" whereby unemployed persons, by performing work (at public and private nonprofit agencies in the public interest) can develop job skills which enable them to obtain nonsubsidized (private or public) employment,

- "Upgrading training" whereby low-income employed persons ("working poor") can develop new job skills for which they receive increased salary.

More specifically the project:

- developed various designs for operating the two manpower programs,

- tested operating practices to identify smooth running procedures,

- tested the feasibility and relative effectiveness of alternative operating procedures,

-identified problems and issues central to the establishment and running of these programs,

-prepared technical materials and other aids for use in the programs,

-monitored and evaluated outcomes of activities,

-determined requirements for administration, facilities, staff and financing of the programs,

-established guides for determining how these programs might fit into the overall mixture of manpower programs and services at the local level,

-developed the necessary guidelines and manuals for effectively replicating the programs elsewhere,

-researched and documented the effect of the program on E&D manpower clients and,

-produced monographs on salient aspects of project experience, relevant to planning activities at the national level for implementation of welfare reform and/or public service employment programs.

The project was initiated on July 1, 1970, and terminated on October 31, 1973. Operation of the project was divided into the following segments:

July 1, 1970, through October 31, 1970: Planning, initiation, and startup,

November 1, 1970, through June 30, 1971: Operations limited to Chittenden and Lamoille counties,

July 1, 1971, through June 30, 1972: Statewide operations,

July 1, 1972, through June 30, 1973: Statewide operations,

July 1, 1973, through October 31, 1973: Evaluation, writing, printing and publishing.

FINAL TRAINEE SUMMARY			SPECIAL WORK	
As of July 2, 1973	Number	Number	Number	Percentage of Total Enrollees
Total Special Work Enrollments		656		100%
Completed Training		430		65.6%
-Completed, Placed in Employment	307			46.8%
-Completed, Placed in Work Training	26			4.0%
Total Placements			333	50.8%
-Completed, Placed in Education or Skill Training	6			0.9%
-Completed, Awaiting Placement	91			13.9%
Terminated Training		226		34.4%
-Good Cause	99			15.1%
-Without Good Cause	127			19.3%

FINAL TRAINEE SUMMARY		UPGRADING	
As of July 2, 1973	Number	Number	Percentage of Total Enrollees
Total Upgrading Enrollments		144	100%
-Completed Training		118	81.9%
Upgraded	114		79.2%
Not Upgraded	4		2.8%
-Terminated Training		26	18.0%
Good Cause	17		11.8%
Without Good Cause	9		6.2%

TABLE OF CONTENTS

Page

Preface.....vii

List of Tables.....xiii

Section I: Summary.....1

Section II: Introduction.....5

Section III: Statistical Analysis of Permanent Jobs and SWP Training Jobs.....7

A. An Analysis of All Initial Permanent Jobs Secured by Special Work Project Completers.....7
1. Types of Permanent Jobs.....7
2. Wage Levels of Initial Permanent Jobs.....9
3. Permanent Employment with SWP Employers versus Permanent Employment with Non-SWP Employers.....10
4. Conclusions.....13

B. Retention Rates of Permanent Nonsubsidized Jobs.....14
1. Statistical Overview of Job Retention.....14
2. The Role of the Original SWP Training Employer in Job Retention.....16
3. The Role of the Training of Job Duties in Job Retention.....17
4. The Role of Wages in Job Retention.....18
5. The Relation Between Broad Job Categories and Retention.....20
6. Employment Status of Clients Who Left Original Jobs.....21
7. Conclusions.....22

C. Why Some Successful Completers Were Not Immediately Placed.....23

Section IV: Actions Taken by E&D Personnel and Employers to Assist Clients in Transition.....31

A. Introduction.....31
B. The Role of Follow-up and Follow-through Procedures in the Transitional Process.....32
C. The Role of Training Related Expenses and Enrichment Training in the Transitional Process.....33
D. E&D Personnel Efforts in Securing Permanent Placement for Clients with SWP Employers.....37
E. Other Services Provided by Local Office Personnel.....38
1. General Counseling.....38
2. Dealing with Family Problems.....39
3. Dealing with Transportation Problems.....40
4. Utilization of Other State Service Resources.....41
5. Finding Permanent Job Possibilities with Non-SWP Employers.....41

Page

F. SWP Employers' Role in Assisting the Clients Through the Transitional Period.....42

Appendixes

Appendix A: DOT Codes and Wage Levels of Initial Placement Jobs for All Program Completers Placed as of April 20, 1973.....44

Appendix A1: Job Titles Corresponding to DOT Codes of All Program Completers Placed.....46

Appendix B: DOT Codes and Wage Levels of Initial Placement Jobs for All Program Completers Placed with SWP Employer as of April 20, 1973.....48

Appendix C: DOT Codes and Wage Levels of Initial Placement Jobs for All Program Completers Placed with Other Employer as of April 20, 1973.....50

Appendix D: In-Training Follow-Up for Special Work Enrollees, Form ES-805.....51

Appendix E: Post-Training Follow-Through for SWP Clients, Form ES-807.....52

LIST OF TABLES

		Page
1.	Broad Categories of All Initially Secured Jobs as of April 20, 1971	7
2.	Job Titles of Most Common Initial Jobs	8
3.	Wage Levels of Initial Permanent Jobs	9
4.	Initial Job Placements with Most Common Broad-Job - Category/Wage-Level Combinations as of April 20, 1973	10
5.	Initial SWP and Non-SWP Placements by Occupational Categories	11
6.	Job Titles of Most Common SWP and Non-SWP Jobs	12
7.	Wage Levels of SWP and Non-SWP Jobs	13
8.	Job Retention at 30, 90 and 180 Days for "Completed and Immediately Placed" Clients on Whom There is Information	15
9.	Jobs Retained for at Least 180 Days by Type of Employer	16
10.	Jobs Left Before 180 Days by Type of Employer	16
11.	SWP and Non-SWP Jobs that Were Left and Retained at 180 Days	17
12.	Comparison of Retention Rates of Jobs with DOT Codes Same as Training and Jobs with DOT Codes Different from Training DOT Codes	18
13.	Comparison of Retention Rates of Jobs with Wages Greater Than, Less Than and Equal to Training Wages	19
14.	The Number of Jobs Retained and Not Retained In Each Broad Job Category	20
15.	Employment Status of Clients Who Left Jobs within 180 Days	21
16.	Reasons Why "Not Immediately Placed" Completers Were Not Retained by Their SWP Employer	25
17.	Five Year Unemployment Rates, Vermont 1968-1972	27
18.	Five Year Welfare Figures, Vermont 1968-1972	28

SECTION I

SUMMARY

This monograph addresses itself to the attempt of the Special Work Project (SWP) of the Vermont Experimental and Demonstration (E&D) Manpower Pilot Project to move clients from Welfare dependency to the "world of work". It also seeks to establish the problems encountered, how they were met, and what benefits were realized.

The monograph consists of two parts. The first is a statistical study of the permanent jobs secured by SWP clients after training, including the relationships between the permanent and the training job. The second part covers actions by the E&D staff and SWP employers to assist clients in the transition from training to permanent employment. It is noted that of the first 561 clients enrolled, 340 completed training. Ninety percent of the completers were either placed in permanent jobs or other training programs.

The statistical analysis is based on the 340 clients who completed training. Of these, 266 secured permanent jobs. The types of jobs secured are broken down by DOT code and it is shown that more than 80% of the jobs were in Clerical and Sales, Service, and Professional, Technical and Managerial fields. Wage levels of permanent jobs secured are analyzed and related to the broad job categories. It is noted that nearly half of all permanent jobs

secured by SWP completers were Service, or Clerical and Sales jobs which paid between $1.75 and $2.25 per hour. A breakdown of jobs by type and wage levels of those clients who were retained by their SWP employers (69%) as well as those who took non-SWP jobs (31%) is presented. This analysis shows there was a greater variety and higher wages in non-SWP jobs.

Next addressed is the "holding" power of permanent jobs secured by SWP trainees. Status of clients at 30, 90, and 180 days is shown. The roles of the training employer, the training itself, and wages in job retention are discussed. Additionally, the relationship between broad job categories and job retention as well as employment status (if known) of clients who left their original jobs is discussed. The conclusion is drawn that the retention rate in initial permanent jobs was affected by the degree that SWP training prepared the client for the same duties, by an increase in wages in the permanent job, and if the job was the original SWP employer.

Reasons for nonemployment of successful completers are presented and analyzed. Of the 67 clients, complete data are available on only 55. These are categorized and the main reason for nonplacement revealed. Most common were: client refused job, employer dissatisfaction, and lack of funds. Also discussed is the general economic situation in Vermont during the project and its effect on placement of completers.

The second part of the monograph considers the actions taken by E&D personnel and SWP employers to assist clients in transition from training to permanent employment.

First examined is the role of the project's formal Follow-up and Follow-through procedures. The procedure is explained and examples of its utilization outlined. Its value as a basic problem indicator is assessed and it is concluded that the procedure was a useful tool in transition assistance.

The part played by Training Related Expenses (TRE) and Enrichment Training is evaluated. A general discussion of possible uses for these types of funds and examples of these applications are given.

The next subject covered is a description of E&D staff efforts in securing permanent employment for clients with SWP employers. It is pointed out that every effort was made to obtain a commitment on the part of SWP employers to provide permanent employment at the conclusion of training. During training the E&D staff reinforced the permanent employment goal wherever possible. In the second year of the project actual subcontract document was changed requiring the employer to indicate an intent to permanently employ. Staff worked diligently to resolve problems as they arose. It is noted that the client often complimented staff efforts by performance, thus helping in the permanent placement process.

A general discussion is undertaken of services provided by local office personnel to improve the employability of clients and in this way smoothing the transition from training to permanent employment. Included are discussions and examples of general counseling, resolution of family and transportation problems, utilization of other service sources, and assistance in finding permanent job possibilities with non-SWP employers.

The role of the SWP employer in assisting clients through the transitional process is presented. It is noted that since many clients were placed in social service agencies, a high degree of support and understanding vis-á-vis client problems existed. The role of the direct supervisor as a supportive source is mentioned and examples are given. It is concluded that SWP employer involvement helps considerably in the transition to the "world of work".

SECTION II

INTRODUCTION

The Special Work Component of the Vermont Experimental and Demonstration Manpower Pilot Project was designed to be a temporary period of subsidized work training experience for unemployed members of low-income families with children. Its specific function was to remove the primary barrier of "lack of work experience," and to remove other barriers through the utilization of service resources and counseling. The assumption was that the period of subsidized work training, combined with other needed services, would facilitate the transition of individuals who had been unemployed into fulltime nonsubsidized employment.

Approximately two-thirds of the participants in the Special Work Project were welfare recipients. The economic and social reasons for the need for the successful transition of these people into gainful employment are apparent. It would obviously be advantageous to reduce the public's monetary expenditures in having to support the individuals who have been unable to support themselves as well as their families. Secondly, for each additional individual placed in gainful employment, additional goods or services are provided to the community and society as a whole.

The purpose of this paper is to outline the experience the E&D Project has had in moving clients from public subsidized work training to nonsubsidized employment, and to examine the problems as well as the benefits encountered as a result of this transition.

As stated in Section I, this monograph will be divided into two basic parts. The first part will be a statistical analysis of the permanent jobs secured by Special Work clients. This analysis will include the relationship between the training job and the permanent job. It will also take into account factors affecting a higher retention rate on the permanent job. The second part of the monograph will be an exploration of the actions taken by local office personnel and Special Work employers to assist the client in the transition from subsidized to nonsubsidized employment.

The Special Work Project of the Vermont E&D Manpower Pilot Project has been ongoing since November 1970. In order to have a proper count, a cut-off point, in this case April 20, 1973, was selected. Until then, there had been 561 people involved in SWP training, 340 or 60.6% of whom had successfully completed training. Of the 340 completers, 248 or 72.9% were immediately placed in permanent employment, and 33 or 9.7% were eventually placed in

permanent employment. An additional 25 or 7.4% were placed in other training programs. Thirty-four or ten percent of the successful completers were never placed. Of the 221 clients who terminated their SWP training before the completion date, only 31 or 14.1% secured permanent employment -- as compared to a total of 82.6% of the successful completers. Although other trainees have been involved since April 20, 1973, the 561 figure is a substantial portion of the entire client group and can be used as a true representation.

SECTION III

STATISTICAL ANALYSIS OF PERMANENT JOBS AND SWP TRAINING JOBS

A. An Analysis of All Initial Permanent Jobs Secured by Special Work Project Completers

Of the 340 clients who completed Special Work training, 281 had secured employment as of April 20, 1973. This figure includes those clients who were placed immediately after training as well as those clients who eventually secured jobs sometime during their 180 day follow-through. In order to analyze the initial jobs secured by clients who completed training, all initial job placements have been broken down into DOT codes and wage levels (see APPENDIXES A and A1). These appendixes set forth data on 266 of the 281 clients, because complete information could not be obtained on 15 of the clients who secured jobs.

1. Types of Permanent Jobs

All of the jobs listed in APPENDIX A can be grouped into broad job categories determined by the first digit of their DOT codes. The jobs break up in the following manner:

TABLE 1

Broad Categories of All Initially Secured Jobs as of April 20, 1971

	# of Jobs	% of Jobs
Professional, Technical & Managerial	54	20.3%
Clerical and Sales	78	29.3%
Service	81	30.5%
Farming	4	1.5%
Processing	1	.4%
Machine Trades	8	3.0%
Bench Work	6	2.2%
Structural Work	24	9.0%
Miscellaneous	10	3.8%
TOTAL	266	100.0%

The two categories which contain the most initial permanent jobs secured by SWP completers are Clerical and Sales Occupations (29.3%) and Service Occupations (30.5%). The other category which contains a large portion of the initial jobs is Professional, Technical and Managerial Occupations (20.3%) In fact, these three categories constitute more than 80% of all initial permanent jobs.

When breaking these broad categories down into more specific types of jobs, only nine DOT codes can be found which apply to jobs secured by at least seven completers. The following table indicates that of all initial jobs, 8.6% were Case Worker or Case Aide and 20.3% were Clerk-Typist or General Office Clerk. Other jobs obtained, although less frequently, were in both Social Services and Clerical Work. Three percent of all initial jobs secured were waitressing jobs. The two jobs classified under child care services constituted 12.4% of all initial jobs, and the two custodial classifications constituted 7.1% of the jobs. The nine jobs classified by DOT codes in TABLE 2 represent 51.4% of all initial permanent jobs secured by SWP completers. The remaining 48.5% of the completers were placed in jobs, each of which were secured by six or less persons. Refer to APPENDIX A for specific information about each DOT code.

TABLE 2

Job Titles of Most Common Initial Jobs

DOT	Job Title	No. Clients	% Clients	Specific Job Areas	% Clients Placed in Specific Job Areas
195.108	Case Worker	15	5.6%	Social	
195.208	Case Aide	8	3.0%	Services	8.6%
209.388	Clerk-Typist	23	8.6%	Clerical	
219.388	General Office Clerk	31	11.7%	Work	20.3%
311.878	Waiter	8	3.0%	Waitressing	3.0%
355.878	Child Care Attendant	11	4.1%	Child Care	
359.878	Child Care Attendant	22	8.3%	Services	12.4%
381.887	Porter	7	2.6%		
382.884	Janitor	12	4.5%	Custodial	7.1%
Total		137	51.4%		51.4%

2. Wage Levels of Initial Permanent Jobs

In order to analyze the wage levels of all initial permanent jobs, the distribution of hourly wage rates were computed.

TABLE 3

Wage Levels of Initial Permanent Jobs

Hourly Wage Rate	Number of Initial Permanent Jobs	Percent of Initial Permanent Jobs
≤$1.75	14	5.3%
$1.76-2.00	96	36.1%
$2.01-2.25	61	22.9%
$2.26-2.50	44	16.5%
$2.51-2.75	17	6.4%
$2.76-3.00	15	5.6%
≥$3.01	19	7.1%
Total	266	99.9%

The most frequent hourly wage rate of initial jobs secured by SWP completers was in the $1.76-2.00 category. The second most frequent hourly wage rate was in the $2.01-2.25 category. In fact nearly 60% of all initial jobs paid between $1.76 and $2.25 an hour. Another 28.6% fell between $2.26 and $3.00. The hourly wage rate of each of the remaining jobs fell into categories which contained less than five percent of the employees (≤1.75, 3.01 - 3.25, 3.26-3.50, 3.51-3.75, 3.76-4.00, ≥4.00). Refer to APPENDIX A for information on the less frequently received wages.

It is possible to relate the broad job categories and the wage levels to determine which combinations of the two contained the largest number of initial job placements (see TABLE 4). This relation determines the fact that nearly 60% of all initial jobs fall into seven occupation/wage level combinations:

TABLE 4

Initial Job Placements with Most Common Broad-Job-Category/Wage-Level Combinations as of April 20, 1973

Broad Job Category	Hourly Wage Level	Number of Initial Jobs Secured	Percent of All Jobs Secured
Service Occupations	$1.76-2.00	40	15.0%
Clerical and Sales Occupations	$1.76-2.00	40	15.0%
Service Occupations	$2.01-2.25	27	10.2%
Clerical and Sales Occupations	$2.01-2.25	15	5.6%
Clerical and Sales Occupations	$2.26-2.50	14	5.3%
Professional, Technical & Managerial Occupations	$2.01-2.25	12	4.5%
Professional, Technical & Managerial Occupations	$2.26-2.50	11	4.1%
Totals		159	59.7%

The most frequently obtained job/wage combinations (30%) were in the Service or Clerical and Sales Occupations at $1.76 - 2.00 an hour. Service or Clerical and Sales Occupations $2.01 - 2.25 an hour were also frequently obtained combinations (15.8%). From this it can be concluded that nearly half of all initial permanent jobs secured by SWP completers were Service or Clerical and Sales jobs which paid between $1.75 and 2.25 an hour.

3. Permanent Employment with SWP Employers versus Permanent Employment with Non-SWP Employers

Of the 266 initial permanent jobs secured by SWP completers on which there is information, 184 or 69% of the jobs were with the original SWP employer and 82 or 31% of the jobs were with non-SWP employers. In order to separately analyze SWP jobs (regular nonsubsidized jobs with SWP training employers) and non-SWP jobs (regular nonsubsidized jobs with employer other than SWP training employer) all initial SWP jobs and all initial non-SWP jobs were broken down into DOT codes and wage levels. See APPENDIX B for SWP jobs and APPENDIX C for non-SWP jobs.

By broad job categories, the greatest percentage of SWP jobs which became permanent were in Service Occupations (40.8%). The next frequently obtained SWP jobs were in Clerical Sales Occupations (23.9%), followed by Professional, Technical and Managerial Occupations (22.8%) and Structural Work Occupations (8.2%). The remaining SWP jobs (4.3%) are scattered throughout the five other broad occupational categories. The most frequently secured non-SWP jobs were in Clerical and Sales Occupations (41.5%), and the second most frequently secured non-SWP jobs were in Professional, Technical and Managerial Occupations (14.6%). The third most frequently secured non-SWP jobs were in Structural Work Occupations (11.0%) and Miscellaneous Occupations (11.0%). 7.3% of the non-SWP jobs were in Machine Trades Occupations and 7.3% were in Service Occupations. The remaining non-SWP jobs (7.3%) were scattered in the other three broad job categories. The following table represents the total number and percentage of SWP and non-SWP jobs in each occupational category.

TABLE 5

Initial SWP and Non-SWP Placements
by Occupational Categories

	SWP Jobs		Non-SWP Jobs		Total Jobs
	Number of Jobs	Percent of SWP Jobs	Number of Jobs	Percent of Non-SWP Jobs	Percent of Total Jobs
Professional, Technical & Managerial	42	22.8%	12	14.6%	20.3%
Clerical & Sales	44	23.9%	34	41.5%	29.3%
Service	75	40.8%	6	7.3%	30.5%
Farming, Fishing and Forestry	3	1.6%	1	1.2%	1.5%
Processing	0	0	1	1.2%	.4%
Machine Trades	2	1.1%	6	7.3%	3.0%
Bench Work	2	1.1%	4	4.9%	2.2%
Structural Work	15	8.2%	9	11.0%	9.0%
Miscellaneous	1	.5%	9	11.0%	3.8%
Total	184	100.0%	82	100.0%	100.0%

This table reveals that a great difference between SWP and non-SWP jobs is that a large portion of SWP jobs (40.8%) were in the Service Occupations whereas only 7.3% of the non-SWP jobs were in Service. Conversely, 41.5% of the non-SWP jobs were in Clerical and Sales whereas only 23.9% of the SWP jobs were in Clerical and Sales.

The SWP jobs are more concentrated in fewer categories than are the non-SWP jobs. Nearly 90% of all SWP jobs constitute the three most common job categories. This is true for less than 70% of the non-SWP jobs. Less than two percent of the SWP jobs are in each of five categories (Farming, Fishing & Forestry; Processing; Machine Trades; Bench Work; and Miscellaneous). For non-SWP jobs, this is true in only two categories (Farming, Fishing & Forestry; and Processing). There is, therefore, more variety in the non-SWP jobs. Refer to APPENDIX C for a detailed view of the variety of non-SWP jobs.

In order to analyze the more specific job areas, those jobs with the nine most common DOT codes have been broken down into SWP and non-SWP jobs (see TABLE 6).

TABLE 6

Job Titles of Most Common SWP and Non-SWP Jobs

DOT	Job Title	Specific Job Area	No. of SWP Jobs	% of SWP Jobs	No. of Non-SWP Jobs	% of Non-SWP Jobs	% of Total Jobs
195.108 195.208	Case Worker Case Aide	Social Services	19	10.3%	4	4.9%	8.6%
209.388 219.388	Clerk-Typist General Office Clerk	Clerical Work	33	17.9%	21	25.6%	20.3%
311.878	Waiter	Waitressing	8	4.3%	0	0%	3.0%
355.878 359.878	Child Care Attendant Child Care Attendant	Child Care Services	31	16.8%	2	2.4%	12.4%
381.887 382.884	Porter Janitor	Custodial	16	8.7%	3	3.7%	7.1%
Total			107	58.0%	30	36.6%	51.4%

This table indicates that a greater proportion of SWP jobs than non-SWP jobs were child care attendant jobs. The same can be said for Case Workers and Case Aides. In commonly secured clerical jobs, there was a greater percentage of non - SWP jobs than SWP jobs. These three comparisons emphasize the observation made earlier in this paper that the largest proportion of SWP jobs were in the Service Occupations while the largest proportion of non-SWP jobs were in the Clerical and Sales Occupations. Since 58% of all SWP jobs fell into the nine most common DOT coded jobs and since only 36.6% of all non-SWP jobs fell into this category, it may be concluded that SWP jobs were more highly concentrated in the nine most frequently occupied jobs. This is to be expected since SWP employers were all non-profit employers while non-SWP employers could be either nonprofit or profit-making employers.

In order to analyze the wage levels of all initial SWP and non-SWP permanent jobs, we have taken the five most frequent hourly wage groupings and separated the jobs in each grouping into SWP and non-SWP subgroups.

TABLE 7

Wage Levels of SWP and Non-SWP Jobs

Hourly Wage Rate	# SWP Jobs	% SWP Jobs	# Non-SWP Jobs	% Non-SWP Jobs	# Total Jobs	% Total Jobs
$1.75	6	3.3%	8	9.8%	14	5.3%
$1.76-2.00	74	40.2%	22	26.8%	96	36.1%
$2.01-2.25	51	27.8%	10	12.2%	61	22.9%
$2.26-2.50	23	12.5%	21	25.6%	44	16.6%
$2.51-2.75	12	6.5%	5	6.1%	17	6.4%
$2.76-3.00	10	5.4%	5	6.1%	15	5.6%
$3.01	8	4.3%	11	13.4%	19	7.1%
Total	184	100.0%	82	100.0%	266	100.0%

Over 70% of the SWP jobs paid $2.25 an hour or less, whereas less than 50% of the non-SWP jobs paid $2.25 an hour or less. In other words, the majority of the SWP jobs paid $2.25 an hour or less and the majority of the non-SWP jobs paid more than $2.25. Proportionally, twice as many non-SWP jobs as SWP jobs paid between $2.26 and $2.50 an hour, and roughly the same percentages were paid between $2.51 and $3.00. For jobs paying more than $3.00 an hour, non-SWP jobs were proportionally three times greater than SWP jobs. From these statistics the generalization can be made that non-SWP jobs paid higher wages than SWP jobs.

4. Conclusions

More than 80% of Special Work training completers obtained permanent employment either immediately after their training

experience or within 180 days of their training experience. The majority of jobs (80.1%) were in either Professional, Technical and Managerial Occupations, Clerical and Sales Occupations, or Service Occupations. Nearly 60% of all jobs secured paid wages between $1.76 and $2.25 an hour. Nearly half of the completers obtained job/wage level combinations which were in the Clerical and Sales Occupations and paid between $1.76 and $2.25 an hour.

Of all initial jobs, 69% were with original SWP employers and 31% were with non-SWP employers. The largest concentration of SWP jobs (40.8%) were in Service Occupations (proportionally, more than five times as many as non-SWP jobs in this category). The largest concentration of non-SWP jobs (41.5%) were in Clerical and Sales Occupations (proportionally, nearly twice as many as SWP jobs in this category). The SWP jobs were more concentrated in fewer job categories and in the nine most frequently secured jobs. It can be concluded that not only was there more variety in the non-SWP jobs, but that non-SWP jobs also paid higher wages than SWP jobs.

B. Retention Rates of Permanent Nonsubsidized Jobs

1. Statistical Overview of Job Retention

Since "success" in transition must take into account retention rates on jobs, the client post-training Follow-through information has been studied to determine "holding" power of these jobs and to assess the reasons why clients leave jobs. To achieve this analysis, all of the completers who were immediately placed before April 20, 1973, are listed with their final SWP training DOT codes and their SWP wages, and with their 30, 90, and 180 day employment status, employers (SWP or non-SWP), DOT codes and wages. There were 248 completed and immediately placed clients as of April 20, 1973. There was complete 30-day Follow-through information on 225 clients, 14 of whom (or 6.2%) had left their initial job. For 90-day Follow-through, there was complete information on 198 completers, 43 of whom (or 21.7%) had left their initial job. At 180-days, there was information available on 168 completers, 60 of whom (or 35.7%) had left their initial jobs. Obviously, some of the clients who left their jobs did so for other employment. Five of the 14 clients who left within 30 days had other employment. Seventeen of the 43 clients who left within 90 days were in other employment. Of the 60 clients who left their initial jobs within 180 days, 21 were in other employment. The following table shows the numbers of clients who were included in this analysis of the 30, 90, and 180 day Follow-through periods.

TABLE 8

Job Retention at 30, 90, and 180 Days for "Completed and Immediately Placed" Clients on Whom There is Information

	No. of Clients in Initial Jobs	No. of Clients Who Left Initial Jobs (Accumulation)	Percent* of Clients Who Left Initial Job	No. of Clients Who Left Initial Job But Employed in Another Job (Accumulation)	Percent of Clients Who Left Initial Job But Employed in Another Job
At Placement	248	0	0%	0	0%
30-Day Information	225	14	6.2%	5	2.2%
90-Day Information	198	43	21.7%	17	8.6%
180-Day Information	168	60	35.7%	21	12.5%

*The percent figures are percentages based on the number of "Completed and Placed" clients on whom there was complete Follow-through information at the given Follow-through periods.

This table shows that Follow-through information was not available on a large portion of the completed and immediately placed clients. Thirty-day information was not available on 23 clients; 90-day information was not available for 50 clients; 180 - day information was not available on 80 clients. Since complete information is not yet in, it would be misleading to compare the total numbers or percentages of clients who kept their jobs with those who didn't keep their jobs during any time period. But, at the same time, it is possible to compare the characteristics of the jobs that were left within 180 days and those which were retained for at least 180 days. As stated before, 180-day information is available on only 168 of the 248 of the completed and immediately placed clients. Of the 168 clients, 108 still had their initial job. The following study of comparing characteristics of the jobs held and the characteristics of the jobs not retained will utilize these two client groups.

2. The Role of the Original SWP Training Employer in Job Retention

The first possible distinction would be whether or not the jobs were with the original SWP training employer. The following tables have been devised to make such a comparison.

TABLE 9

Jobs Retained for at Least 180 Days by Type of Employer

	# Jobs Kept for 180 Days	% Jobs Kept for 180 Days
SWP Employers	82	75.9%
Non-SWP Employers	26	24.1%
Total	108	100.0%

TABLE 10

Jobs Left Before 180 Days by Type of Employer

	# Jobs Left Before 180 Days	% Jobs Left Before 180 Days
SWP Employers	43	71.7%
Non-SWP Employers	17	28.3%
Total	60	100.0%

Whereas 75.9% of the retained jobs were with SWP employers, only 71.7% of the jobs left were with SWP employers. Although the roughly four percent difference in these percentages is not terribly large, jobs with SWP employers do have a better retention rate. This suggests that possibly the supportive environment built into SWP training is continued through the permanent job and helps to increase the retention rate.

Another way of looking at this is to compare the total number of SWP jobs (regular nonsubsidized jobs with SWP training employer) and non-SWP jobs (regular nonsubsidized jobs with employers other than SWP training employer) in their retention rates at 180 days.

TABLE 11

SWP and Non-SWP Jobs that Were Left and Retained at 180 Days

	Total # of Jobs	Total # of Jobs Left by 180 Days	Total # of Jobs Retained for 180 Days
SWP Employers	125 (100%)	43 (34.4%)	82 (65.6%)
Non-SWP Employers	43 (100%)	17 (39.5%)	26 (60.5%)
Total	168	60	108

65.6% of the SWP employed jobs were retained, whereas only 60.5% of the non-SWP jobs were retained. Therefore 5.1% more SWP jobs than non-SWP jobs were retained. This difference reemphasizes the higher retention rate of SWP-employed jobs.

3. The Role of the Training of Job Duties in Job Retention

In order to determine the role that the training of job duties plays in the retention rates, the DOT codes of the training jobs and the DOT codes of the new jobs have been isolated. If the permanent jobs which were retained at 180 days had a different percentage of DOT codes similar to those of the training job than did the permanent jobs which were not retained, a judgement can be made about the advantage or disadvantage of having the permanent job duties the same as the training job duties.

Of the total number of jobs not retained at 180 days, 29 (48.3%) had DOT codes similar to the training job and 31 (51.7%) had DOT codes which were not the same as the training DOT codes. Of the total number of jobs retained for at least 180 days, 67 (69.8%) had DOT codes similar to the training DOT codes and 41 (38%) had DOT codes differing from the training DOT codes. The following table compares the total number of jobs with DOT codes similar to training and the total number of jobs with DOT codes not the same as training in their retention rates at 180 days.

TABLE 12

Comparison of Retention Rates of Jobs with DOT Codes Same as Training and Jobs with DOT Codes Different from Training DOT Codes

	Total # of Jobs	Total # of Jobs Left Within 180 Days	Total # of Jobs Retained for 180 Days
Job DOT Codes Same as Training DOT Codes	96 (100%)	29 (30.2%)	67 (69.8%)
Job DOT Codes Not Same as Training DOT Codes	72 (100%)	31 (43.1%)	41 (56.9%)
Total	168	60	108

Of the total number of jobs on which there is complete information at 180 days, 96 (57.1%) had the same DOT codes as the training experience and 72 (42.9%) had DOT codes different from the training experience. Of the jobs with DOT codes similar to training, 69.8% were retained, whereas only 56.9% of the jobs with DOT codes not the same as training were retained. Therefore, the retention rate was nearly 13% higher for DOT coded jobs the same as training jobs than those that were not the same. From this percentage (13%) it can be concluded that specific job duty training is more important to retention rate than the continuing supportive environment of the SWP employer, which had a retention rate only 5.1% higher than permanent jobs with non-SWP employers.

4. The Role of Wages in Job Retention

The degree to which wages affect retention rates can be analyzed in the same manner. Wages are only one aspect of the role which finances play in retention rate. Financial disincentives, such as loss of welfare or free services, are of major importance when discussing retention rates among clients who completed training and were placed in employment. Financial disincentives will be discussed later in this paper. In the meantime, straight pay per hour is under consideration.

The hourly pay rates of the training jobs and of the permanent jobs of the 168 clients on which there is 180-day follow-through information has been isolated. The wages for each client were broken down into three different groupings: 1) permanent jobs with wages less than wages of training jobs; 2) permanent jobs with wages equal to wages of training jobs; 3) permanent jobs with wages

greater than wages of training jobs. In order to compare the total number of jobs with wages less than, equal to and more than training, the following table has been devised.

TABLE 13

Comparison of Retention Rates of Jobs with Wages Greater Than, Less Than and Equal to Training Wages

	Total # of Jobs	Total # of Jobs Left Within 180 Days	Total # of Jobs Retained for 180 Days
Job Wages Less Than Training Wages	22 (100%)	9 (40.9%)	13 (59.1%)
Job Wages = to Training Wages	79 (100%)	32 (40.5%)	47 (59.5%)
Job Wages Less Than or = to Training Wages	101 (100%)	41 (40.6%)	60 (59.4%)
Job Wages Greater Than Training Wages	67 (100%)	19 (28.4%)	48 (71.6%)

Twenty-two or 13.1% of the clients being studied secured jobs having wages less than the wages of their training jobs. Seventy - nine or 47% of the clients secured jobs with hourly wages the same as the wages of their training jobs. The 67 clients with job wages greater than the wages of their training jobs constituted 39.9% of the clients being studied at 180 days. There is less than one percent difference between the retention rate of jobs with wages less than training wages (59.1%) and the retention rate of jobs with wages equal to training wages (59.5%). Since the retention rates of these two groups are so close, they have been combined into one group: jobs with wages less than or equal to training wages. This combination group is composed of 101 clients, or 60.1% of the total. Forty-one, or 68.3% of the clients who did not retain their jobs had jobs with wages less than or equal to their training wages, while 19 (31.7%) had jobs with wages greater than their training wages. Of the clients who retained their jobs, 60 (55.6%) had jobs with wages less than or equal to training wages and 48 (44.4%) had jobs with wages greater than training wages.

As TABLE 13 reveals, 59.4% of the jobs with wages less than or equal to training wages were retained, while 71.6% of the jobs with wages greater than training wages were retained. In other

words 12.2% more jobs with wages greater than training wages were retained than jobs with wages less than or equal to training wages. From this percentage (12.2%) it can be concluded than higher hourly wages play nearly as important a role in job retention as specific job duty training discussed earlier in this section.

5. The Relation Between Broad Job Categories and Retention

In order to determine which broad job categories help or hinder the job retention rate, the DOT codes of the 168 jobs on which there is complete information at 180 days have been divided into groups determined by the first digit of the code number. The jobs were then classified as retained for at least 180 days or not retained for 180 days. The 168 fell into the following groupings:

TABLE 14

The Number of Jobs Retained and Not Retained In Each Broad Job Category

	Total # of Jobs	Total # of Jobs Not Retained for 180 Days	Total # of Jobs Retained for 180 Days
Professional Technical & Managerial	36 (100%)	9 (25%)	27 (75%)
Clerical & Sales	43 (100%)	18 (41.9%)	25 (58.1%)
Service	58 (100%)	24 (41.4%)	34 (58.6%)
Farming, Fishing & Forestry	2	0	0
Machine Trades	4	1	3
Bench Work	1	0	1
Structural Work	15	6	9
Miscellaneous	9	2	7
	168 (100%)	60 (35.7%)	108 (64.3%)

The retention rate for the 168 jobs under study is 64.3%. As previously stated, it would be dangerous to put much weight in the 64.3% retention rate because of the large portion of clients with 180 day information not available at this writing. At the same time, it would not be misleading to use the percentage as a base with which to make comparisons with the retention rates in

the broad job categories for the same group of clients. Seventy - five percent of the Professional, Technical and Managerial jobs were retained. Therefore the retention rate for this broad job category is 10.7% higher than the overall job retention rate. Conversely, the retention rate of the Clerical and Sales jobs and Service jobs are 58.1% and 58.6%. The retention rate for these two categories are respectively 6.2% and 5.7% lower than the overall retention rate. Since these two broad job categories represent 60.1% of the 168 clients being studied, a substantial portion of the client group was affected by these two low retention rates.

As revealed in Section III A of this paper, 20.3% of all initial permanent jobs secured by SWP completers had jobs in the Professional, Technical and Managerial Occupations. Of the 168 clients presently being studied, 21.3% were in Professional, Technical and Managerial Occupations. Likewise, of all initial permanent jobs, 59.8% were in Clerical and Sales or Service Occupations, and 60.1% of the 168 clients were in these occupations. Therefore, the job retention rates in the broad occupational fields under discussion can be considered as very representative of the entire client group. The remaining broad job categories are too small for their retention percentages to allow any meaningful observations.

6. Employment Status of Clients Who Left Original Jobs

A final statistical approach to understanding why the completed and placed clients who left their jobs within 180 days did leave their jobs is to examine their employment statuses after leaving their initial jobs. Once each of the 60 clients left his job, he was classified by employment status in the appropriate Follow-through period. The clients fell into the following categories:

TABLE 15

Employment Status of Clients Who Left Jobs within 180 Days

	# of Clients	% of Clients Who Left Their Jobs
Unemployed	19	31.7%
Not in Labor Force	13	21.7%
In Training	1	1.7%
Another Job	21	35.0%
INA*	6	10.0%
TOTAL	60	100.0%

*Information not available

Over one-third of the clients on whom there is information returned to unemployment. Eight of these clients were either fired or had personality conflicts with their employers. For seven of the clients, their jobs were abolished due to the employer's lack of funds. Three clients said they could not afford to work for the wages provided. Actually, one of these three was satisfied with his wages but could not afford to join the union. The final client said he was dissatisfied with his job tasks. The remaining clients (65% of those on whom there is information) can be considered as leaving their job with good cause, since they either left the labor market, found another job or entered another training program.

E&D was designed to place unemployed heads of low income families into permanent nonsubsidized employment. About two-thirds of all participants of the program were ANFC recipients at enrollment. The average per capita amount of welfare for ANFC recipients who entered the E&D Project was $4,075.18 per year. This figure includes the basic ANFC grant, food stamps and medicaid. To convert this figure into equivalent annual earnings, the amount normally deducted from gross earnings would have to be added to reach net earnings. This would include a minimum of Federal and Vermont Income Tax and Social Security and by doing so, the average per capita welfare amount would be converted to $4,465.76. Therefore, a person would have to earn $4,465 a year in order to obtain welfare value equivalent.

Due to the nature of the E&D program, clients who were ANFC recipients at enrollment were eligible for a reduced welfare grant during training based on the thirty and one-third income disregard in addition to their E&D job training earnings. The potential gross and net annual earnings for SWP training jobs were $4,562.64 and $4,147.70 respectively.

But in actuality, when the average welfare received during training is combined with the average SWP net earnings, the income is $6,793.32, a figure much more attractive than welfare income alone or employment income alone. This element of financial disincentive would tend to account for some of the nonretention of jobs by SWP training completers who were immediately placed.

7. Conclusions

A higher retention rate on the initial permanent jobs was affected by the following factors, listed in order of importance:

1) That the SWP training prepared the client in the same job duties as his permanent job;

2) That the permanent job have a higher hourly rate than the SWP training job;

3) That the permanent job have the same employer as the SWP training job.

It is also interesting to note that a larger percentage of permanent jobs were retained in the Professional, Technical and Managerial Occupations, and a smaller percentage of permanent jobs were retained in the Clerical and Sales and Service Occupations.

Of the clients with information available who left their jobs within 180 days, a majority did not secure another job. Personality problems could explain part of this, but again the poor economic and employment conditions of Vermont must not be overlooked. Another factor affecting non-retention of permanent jobs was the financial value of the training salary plus welfare versus the financial value of the permanent job salary with no welfare. As pointed out in the monograph on Financial Disincentives For Clients To Enter Public Service Employment, "'...the best financial status was achieved through training, since the great majority (of clients) received not only job pay, but welfare support as well. Thus completing training and becoming fully employed or returning to welfare meant that there would be a decided reduction of income in one guise or another.'"[1]

C. Why Some Successful Completers Were Not Immediately Placed

In order to determine the program's success in placing clients in permanent employment, it is necessary to analyze the reasons why "completed, not placed" clients were not placed in their SWP jobs.

As of April 20, 1973, there were 67 clients who were classified as completed, not placed. This figure, which is 19.7% of all clients who completed training, includes the completers who were neither placed in permanent employment immediately after their training experience nor placed in other work or skill training programs. Immediate employment is defined as employment secured within two weeks after completion.

Of the 67 "completed, not placed" clients, there is complete data compiled on 55. As far as it can be determined, the remaining 12 were never placed, but it would be faulty to assume that this is the case. Often information could not be obtained because the client had moved from the state. It is quite possible that he secured a job after the move. Three of the 12 clients were not employed at 30 and 90 days after training, but their 180-day Follow-throughs had not yet arrived. It is quite possible that they secured employment after their 90-day follow-through but within the 180-day limit. Therefore, to analyze the "completed not placed" clients, the 55 clients on which there is complete information must be studied. These 55 clients have been separated into three categories:

[1] Milton Nadworny, Financial Disincentives For Clients To Enter Public Service Employment, Vermont Department of Employment Security 1973.

1) Completed, not immediately placed, but eventually placed with non-SWP employer (26);

2) Completed, not immediately placed, but eventually placed with SWP employer (7);

3) Completed, never placed (22).

The reasons why these completers were not placed with their original SWP employers were separated into five categories:

1) Clients who were not interested in retaining jobs for reasons not related to the SWP training experience; reasons would include getting married, moving from the area, and going back to school;

2) SWP employer dissatisfied with client's performance;

3) Client dissatisfied with employer, supervisor or job duties;

4) Mutual dissatisfaction or personality conflicts;

5) The SWP employer lacked the funds to hire the client permanently.

Obviously, more than one reason could apply to one employment situation. Let's use a hypothetical case as an example: A woman completed her SWP training, but she was not interested in securing permanent employment because she was planning to marry a rich man and become a housewife. In addition, her SWP employer was not only dissatisfied with her training performance but he also lacked the funds to hire her, even if he had wanted to. In such a case, the basic reason for nonretention would be "no interest in training jobs for reasons not related to SWP training experiences," because the other reasons become secondary. Likewise, in a case where an employer or employee was dissatisfied, the fact that the employer lacked funds to retain the client would become irrelevant. Therefore, in cases where there were more than one reason for non-retention the most basic reason was included in this study, and the basic reason was chosen by the following priority guide:

1) Client had outside reason for not wanting to continue job;

2) Client and/or employer dissatisfaction;

3) Lack of funds.

TABLE 16

Reasons Why "Not Immediately Placed" Completers Were Not Retained by Their SWP Employer

Reasons Why Completers Who Eventually Secured Non-SWP Employment Were Not Retained by Their SWP Training Employer (26)

Reason	# of Clients	% of Clients who Eventually Secured Employment with Non-SWP Employer	% of All Completed not Immediately Placed Clients
-Client not Interested in Retaining Job for Outside Reason	5	19.2%	9.1%
-Employer Dissatisfied	3	11.5%	5.5%
-Client Dissatisfied	3	11.5%	5.5%
-Mutual Dissatisfaction or Personality Conflict	2	7.8%	3.6%
-Lack of Funds	13	50.0%	23.5%
Total	26	100.0%	47.2%

Reasons Why Completers Who Eventually Secured SWP Employment Were Not Initially Retained by Their SWP Training Employer (7)

Reason	# of Clients	% of Clients Who Eventually Secured Employment With SWP Employer	% of All Completed Not Immediately Placed Clients
-Lack of Funds	3	42.9%	5.5%
-Other Reasons (See Narrative)	4	57.1%	7.3%
Total	7	100.0%	12.8%

Reasons Why Completers Who Were Never Placed Were Not Retained by Their SWP Training Employer (22)

Reason	# of Clients	% of Clients who Were Never Placed	% of All Completed, Never Placed Clients
-Client not Interested in Retaining Job for Outside Reasons	4	18.2%	7.3%
-Employer Dissatisfied	7	31.8%	12.7%
-Client Dissatisfied	3	13.6%	5.5%
-Mutual Dissatisfaction or Personality Conflict	1	4.6%	1.8%
-Lack of Funds	7	31.8%	12.7%
Total	22	100.0%	40.0%

SWP completers who eventually secured employment with non - SWP employer were not permanently retained by their SWP training employers mainly for financial reasons. For 50% of these clients, employment had to be found elsewhere because the SWP employer did not have funds for nonsubsidized wages. 30.8% of the clients who eventually secured non-SWP employment were not retained by their SWP training employer because of employer and/or employee dissatisfaction and/or personality conflicts. The significance of this statistic will be discussed in the over-view analysis of all completed, not immediately placed clients.

For four of the completers who eventually secured permanent employment with SWP employers, fairly unique situations arose to delay permanent employment. Three of these clients worked in a school system under a subcontract ending in June and were hired permanently in September while the other client's placement was delayed one month, due to illness. In essence, these four clients should be thought of as completed and placed.

The other three clients who were eventually placed with their SWP employer had to wait until budget approval or personnel reorganization.

The completers who were never placed were not retained by their SWP employer mainly for reasons involving client and/or employer dissatisfaction and/or personality conflicts. This was used as reasons why 50% of the never placed completers were not retained by SWP employers. The other significant reason was lack of funds.

In an overview of explanations for nonretention for all "completed, not immediately placed" clients, two basic reasons stand out:

1) Lack of funds. This covers 41.7% of all "completers not immediately placed" and

2) Personality problems. Client and/or employer dissatisfaction and/or personality conflict suggests some degree of personality problem within the client. Therefore, personality problems as a reason for nontransition applied to 34.6% of the "completed, not immediately placed" clients.

The most frequent reason for nonretention of completers was SWP employers' lack of funds, although at the outset each employer was made to understand that the basic concept of transitional employment is moving a client from subsidized training directly into nonsubsidized employment. The fact that 41.7% of the "completed, not immediately placed" clients performed satisfactorily but were not retained for lack of money suggests that a portion of the SWP employers did not carry their share of the responsibility in the project. The employers were very willing to have the clients work (and train) for them while the client's wages were being subsidized up to 90%, but once the subsidies

were discontinued, the employers could not assume the responsibility of providing wages to that employee.

The second most frequent reason for nonretention of completers can be described as personality problems. For 34.6% of the "completed, not immediately placed" clients, the reasons for nonretention involved some degree of dissatisfaction and/or personality conflicts. As stated before, exactly half of the "completed, never placed" clients fell into this category. Even more revealing is the fact that of the eight "completed and eventually secured non-SWP employment" clients in this problem category, only one client kept his initial non-SWP job for the entire 180-day follow-through period. This relation between unemployment and dissatisfaction or personality conflicts is significant in that it reveals that more than employment counseling and services may be required if a project such as E&D is to work with maximum effectiveness. In other words, services beyond those offered (such as in-depth psychological counseling) might be needed for a significant segment of the client base.

The nonretention by SWP employers of completers who were not immediately placed was explained most frequently by personality problems or lack of funds, but possibly there is a more basic reason behind the nonretention of successful completers and the inability to place successful completers with any employer, be it SWP or non-SWP.

The Vermont E&D Manpower Pilot Project's success/failure ratio was undoubtedly affected by the economic recession that began in 1970. The statistics that follow provide some indication of the extent of the downward trend in the Vermont economy between 1968 and 1972.

TABLE 17

Five Year Unemployment Rates, Vermont 1968-1972

Calendar Year	Population	Work Force	Unemployment	Unemployment Rate
1968	429,464	180,550	6,450	3.6%
1969	439,000	184,500	5,800	3.1%
1970	444,732	190,350	9,050	4.8%
1971	*449,624	193,050	12,750	6.6%
1972	454,570	196,950	12,750	6.5%

*Based on annaul population increase of 1.1% from the 1970 census, as projected in An Analysis of Social Economic Characteristics of Vermont, prepared by the Vermont State Planning Office.

While the population of the state has increased approximately 5.9% in the five year period beginning in 1968, the work force has increased by 9.1%. This is explained primarily by the large percentage of working age immigrants to Vermont. In the decade from 1960 to 1970, for example, the population grew by 54,851. Twenty-six percent of this increase (14,261) was due directly to immigration, and 33% (4,700) were in the 35-54 age group, going directly into the work force. The rapid growth in Vermont of this age group is counter to national trends. Moreover, the rate of increase of working age immigrants to Vermont in conjunction with an increased female participation in the labor force, 16.6% during the decade 1960-1970, has placed an added strain on the employment picture.

While the work force increased by 9.1% over the five year period, total unemployment increased by 97.7%. The unemployment rate, which takes both factors into consideration, increased by 80.6%.

An additional indication of the economy in Vermont during the test period can be seen in the statistics below, obtained from the Department of Social Welfare, in the increase in the numbers of ANFC recipients and General Assistance payments.

TABLE 18

Five Year Welfare Figures, Vermont 1968-1972

Fiscal Year	ANFC Recipients (Individuals)	ANFC* (Families)	General Assistance
1968	8,152	2,264.4	
1969	10,817	3,004.7	$ 318,600 (424,800)**
1970	11,560	3,211.1	964,100
1971	15,347	4,263.1	1,666,400
1972	18,761	5,211.4	2,043,600

*The number of families receiving ANFC grants is derived by dividing total number of individuals by 3.6.

**There was no General Assistance until 1969 and the $318,600 is only for nine months. The figure of $424,800 is the former figure annualized and is the one used in figuring percentage increase. Information as to the number of individuals receiving General Assistance payments is not available.

The magnitude of increases in ANFC recipients is undoubtedly linked to the recession and represents an increase of 130.1% over the five year period. General Assistance payments increased even more dramatically over the past four years, by some 381.1%.

The E&D Project did not become operational until November, 1970 and did not begin to operate at capacity until 1971, the period marking the greatest change in the employment and economic pictures in Vermont.

SECTION IV

ACTIONS TAKEN BY E&D PERSONNEL AND EMPLOYERS TO ASSIST CLIENTS IN TRANSITION

A. Introduction

Having compared the actual SWP work training experience with permanent job placement from a statistical point of view, it would be advantageous to identify and analyze specific actions taken by local office personnel and SWP employers to assist the client in the transition from subsidized to nonsubsidized employment. Since the clients in the Experimental and Demonstration Manpower Pilot Project had a multitude of barriers to employment, each client had to be dealt with on a personal basis in order that his barrier or barriers to employment could be overcome. Therefore, this section of the monograph will not be a statistical study. Instead, it will be an attempt to identify specific services which were provided by local office staff or by Special Work employers to enhance clients' employability, over and above the work experience itself. In order to identify the ways in which clients were assisted through the transitional period, local office staff members were interviewed, and this section of the monograph is a result of their input.

The techniques through which client problems have been identified and dealt with will be broken down into five separate categories:

1) The role the Follow-up and Follow-through procedures played in the transitional process;

2) The use of Training Related Expenses and Enrichment Training in assisting the transitional process;

3) E&D personnel efforts in securing permanent placement for clients with SWP employers;

4) Other services provided by local office personnel to enhance the employability of the client;

5) The role SWP employers played in assisting the client through the transitional process.

These five distinct categories have been imposed upon this study for the sake of organization. Obviously, in actuality none of them stand alone and they all interrelate, for the project was dealing with people who had to overcome a complexity of problems and this is not a cut-and-dried situation.

B. The Role of Follow-up and Follow-through Procedures in the Transitional Process

Client Follow-up and Follow-through were structured procedures used by the E&D employability team to trace Special Work client activity and progress while in training and for 180 days after training. Follow-up information was obtained on each client while in training. The initial Follow-up was two weeks after a client had entered training and thereafter at three and six months intervals. The E&D Coach or Manpower Specialist visited the client and his supervisor individually at the worksite to assess the client's progress and to identify problems. After each visit, the employability team member completed the In-training Follow-up for Special Work Enrollees Form (see APPENDIX D). Follow-through information was obtained on each client at 30, 90 and 180 days after training ended, regardless of the client's termination status. After each contact by an E&D employability team member, the information obtained was recorded in the Post-training Follow-through for SWP Clients Form (see APPENDIX E). The general purpose of the Follow-up and Follow-through procedures was two-fold: the identification of client problems and project documentation.

The Follow-up and Follow-through procedures were relied on in varying degrees as basic problem indicators, depending upon the client. In cases where there were indications of serious problems and employability barriers when the client first entered the project, the Coach would work very closely with the client and employer from the initial entry into the SWP slot through the 180 day Follow-through period. Under these circumstances the Coach would be aware of the problems as they surfaced and did not need to interview the client and supervisor at the specified times in order to find these problems; therefore, in these cases the Follow-up and Follow-through structured procedures served the sole purpose of data accumulation for the Central Office. On the other hand, many clients who showed no indications of serious problems were placed in a suitable training slot and thereafter the local office staff was not in constant contact with them. Although the clients and supervisors were instructed to telephone the local office if problems arose, this procedure was not always followed. In such cases, the use of the Follow-up and Follow-through forms was important as an indicator of client problems. By gathering the data for these forms, problem areas would surface and the problems could then be dealt with.

The usefulness of the Follow-up and Follow-through procedures can be seen in the following example: A client who lived in a remote area and was employed by the school department had no means of transportation. Since she lived on a school bus route, the school department agreed to provide her with school bus transportation. When the Coach was in the routine process of obtaining the two week Follow-up information, the client informed her that the bus driver would not permit her to ride the bus because he claimed the insurance only covered the students. In the meantime, the client had been hitchhiking to and from work. The Coach investigated the insurance policy and discovered that school employees were also covered by the policy. The Coach then went to

explain the situation to the principal, who agreed to look into it. Since this problem was not of top priority from the principal's point of view, it took several contacts of prodding the principal before he acted. In the meantime, the client was still hitchhiking. The principal finally appraised himself of the situation and discovered that it was permissible for the client to ride the bus and therefore advised the bus driver, thus resolving the problem.

Another function of the Follow-up and Follow-through procedures was to make the client aware of the quality of his work performance. While most supervisors would go to great lengths to help out clients with their problems, many would overlook telling the clients how they were doing work-wise. Obviously, the clients would want to know if their work was satisfactory. In such cases, the Follow-up and Follow-through procedures would allow the Coach an opportunity to talk with the supervisor and suggest that he inform the client of his performance. The Coach was also in the position to inform the client about the supervisor's evaluation of his performance.

The Follow-through forms were especially important for clients placed with non-SWP employers, because local office staff members were usually in much closer contact with the original SWP employers. The Follow-up and Follow-through forms also made the local office aware of small problems that the employer and client solved on their own.

As previously stated, there was obviously informal Follow-up and Follow-through conducted continually on many of the clients with multiple barriers to employment. This activity consisted of frequent problem solving and support. Various aspects of this method of Follow-through will be discussed throughout this monograph, but it may be well to address one of the main problems of the Follow-through period at this point: Men who were ANFC recipients lost their welfare grants as soon as they were placed in permanent nonsubsidized employment. As a result of becoming employed, many of them received less income than they received during their training period. One successful way to alleviate this problem was to place the wife in employment in order to supplement the family income.

C. The Role of Training Related Expenses and Enrichment Training in the Transitional Process

In the Special Work Project, there were two types of funds which could be used by the E&D local office staff members to purchase articles and services for clients when no other resource was available. These two funds provided: 1) Training Related Expenses, and 2) Enrichment Training.

1. The Procedural Guides for Administrators of Public Service Employment Projects defines Training Related Expenses as "Expenses incurred in providing necessary goods or services required if a

trainee is to be able to participate in Special Work training when such required goods or services cannot be obtained through normal means such as provisions by Social Welfare, Vocational Rehabilitation, Employment Service or other established means, including volunteer provisions of such goods or services."[1]

Generally, TRE funds were spent on car repairs and necessary clothing such as uniforms. Many situations arose in which such expenditures were necessary to assure a client's employability. Since there is virtually no public transportation in Vermont, most clients need a reliable automobile in order to transport themselves to work. Consequently, many expenditures were for auto parts and for general car repairs. These expenditures were made before training actually started (so that the client could get to work in the first place), during training (so that the client could continue his training) and for the 180 days after training (to help assure retention in the permanent unsubsidized job).

The other large use for TRE funds was for uniforms and other necessary clothing. Obviously, many of these expenditures were made before the client had actually begun his Special Work training experience, since uniforms were required for many slots. Aside from uniforms, many clients simply did not have appropriate clothing to wear on the training job. For instance, one woman was placed in a training job as an office clerk in a high school. The only clothes she owned were dungarees, which were inappropriate apparel for the job. Since she did not have the money to buy clothing, TRE monies were used to buy her a couple of outfits so that she could commence work. TRE funds were also used for a client whose training job required his being outdoors in the snow. At one point, his supervisor telephoned the local office and complained that he had not been showing up for work. The Coach traced down the client and discovered that he did not own a pair of winter boots. The boots were purchased and the client returned to work.

Although most of the Training Related Expense monies were expended for transportation and clothing, there were many other individual needs requiring Training Related Expense funds to facilitate the transition from subsidized employment to permanent non-subsidized employment. A more unique situation requiring Training Related Expense funds can be seen in the following case: A local office staff considered a female client ready for permanent employment and secured a permanent job for her. Unfortunately the job was in another town, requiring her to relocate. She obtained estimates from several moving firms and discovered the move would cost several hundred dollars. This cost was beyond the scope of

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[1]The Procedural Guides for Administrators of Public Service Employment Projects, Vermont Department of Employment Security, 1973.

TRE funds. However, a solution was found by paying a couple of her friends $30 of TRE monies to relocate her. As a result of this relocation, she became a successful permanent employee.

It would be impossible to list all of the situations in which clients were assisted in the transition process by the use of TRE funds, but the following examples may be helpful: Several clients had to improve their typing abilities in order to retain their jobs permanently. Through TRE funds, typewriters were rented so that they could practice at home and achieve the required skill level. A number of clients training to be teacher aides had to be certified. TRE funds were used to cover the cost of certification fees.

In some instances, local office staff members complained about the time required to obtain TRE funds in emergency situations.

2. The Procedural Guides for Administrators of Public Service Employment Projects explains Enrichment Training thusly:

> Enrichment Training in the context of E&D Special Work involves two approaches to dealing with trainee deficiencies in 1) basic education skills and 2) job related skills. The former places emphasis on remedial instruction in the "3R's" which will assist trainees to speak, read, and write with sufficient ability in these areas to function competently in the performance of their employment duties. The latter stresses training which develops employment skills; its goal should be to provide increased competence in the specific skills involved in performing training jobs so as to increase chances that trainees will be permanently retained in such jobs. Enrichment Training funds should be utilized only when the required training cannot be obtained locally through other funding resources.[1]

As such, Enrichment Training was an instrument utilized in assisting the Special Work client through the transitional process. Whenever possible, local office staff tried to provide Enrichment Training for the Clients without the expenditure of funds by using other available resources.

One basic area of Enrichment Training was to provide instruction so that the clients could obtain their high school equivalency

[1]The Procedural Guides for Administrators of Public Service Employment Projects, Vermont Department of Employment Security, 1973.

certificate or GED (General Educational Development). Nearly 44% of the Special Work clients had not completed their high school education when they entered the Special Work Project. In many instances, this rendered them ineligible for various jobs, especially those with the State government. At times, experimenting was required in order to find the best location and time to provide Adult Basic Education Courses which gave GED instruction. One local office situated in a rural area of the state first experimented with education courses at a learning center located some 45 miles away. The local office did have success with this first class, considering distance, but the staff still thought the situation could be improved. The local office staff persuaded their largest SWP employer (a State mental hospital) to permit a very limited number of the SWP trainees to attend Adult Basic Education Courses which were provided for the patients. Only a few of the clients were able to obtain their GED's in this manner, because a larger number of SWP trainees attending the classes would have been a burden to the hospital staff. The local office staff members were not entirely satisfied since they wanted to involve more trainees and therefore arranged for a group of clients to attend evening classes at a local high school. This, in some cases, was a hardship to the trainees since the classes started early in the evening and made a long day for the trainees, expecially in the winter months. A more workable solution would be to provide Adult Basic Education Courses at the State hospital. Consequently, through the cooperation of the hospital staff and the Vermont Department of Education, classes were established at the hospital during working hours. Since the instructor was obtained through the Vermont Department of Education and the regular Adult Basic Education Course, there was no extra cost to the E&D Project. The hospital provided the space for the GED classes and allowed release time for the clients to attend the classes. This technique proved successful and many trainees obtained their high school equivalency diplomas. Consequently, these clients qualified for permanent nonsubsidized jobs requiring a high school education.

In addition to encouraging the clients to attend the GED classes, the local office staff gave the clients moral support throughout the courses, In fact, one Coach actually attended many of the classes herself as a way of giving clients the encouragement they needed. Local office staff also resolved transportation problems so that clients could attend classes.

The case of Mr. X is an example of how the attainment of a GED assisted in the transitional process: Mr. X, a very insecure man in his 40's, had a training job at the State hospital as a messenger. While in training, he became interested in a permanent night switchboard operator job which would soon be vacant, but in order to secure this job, he had to have a high school equivalency diploma as well as some rudimentary typing skill. He went to GED classes at the State hospital, and the local office staff borrowed a typewriter so that he could practice typing at home. He was a slow learner, and the switchboard position at the hospital had to be filled. When he

took the GED exam, he failed to pass it. Since Mr X's original training job had been completed, E&D placed him in another Special Work slot as a custodian. The local office staff thought that this was a case in which Enrichment Training monies should be expended for a private tutor, and a tutor was secured for him. He finally took the exam a second time and passed. He then attained the permanent switchboard job. Throughout this entire experience, E&D staff was trying to help him build his confidence, but he had to realize that the staff could not get the GED for him; he had to earn it himself. Once he accomplished this feat, he overcame much of his insecurity and was truly employable.

Typing courses were also an important aspect of Enrichment Training. Since clerical and secretarial jobs constituted a large portion of permanent placements, typing courses were valuable in many successful transitions. Enrichment Training funds also paid for college courses when such courses would increase a client's chances for employment. This was especially true for teacher aids. A teacher aide trainee's chances of permanent employment and increased pay were enhanced by the completion of certain college - level courses. A variety of other skills were gained by individual E&D clients through Enrichment Training. Examples of courses taken through Enrichment Training include electrical wiring, woodworking, dental technology and bookkeeping. Had it not been for the instruction in these specific skills, many clients would not have been permanently employed.

D. E&D Personnel Efforts in Securing Permanent Placement for Clients with SWP Employers

Two of the most important steps in the transitional process are obtaining a subsidized training slot and eventually securing a nonsubsidized permanent job for the client. The obvious first choice for placing the client permanently would be with the initial SWP training employer. During the negotiotion period for SWP subcontracts, the Manpower Specialist stressed that the E&D Project expected employers to hire the client permanently after the subsidized training period. In fact, during the second year of operations, the subcontract format was changed to require the SWP employer to show some intention of permanent employment of the client if at all possible. This approach had a direct bearing on the increase in permanent placements with SWP employers, although many employers stipulated they would hire permanently only if funds were available. Although the SWP employers were well aware that the project's goal was permanent placement, many had to be convinced during the training period that retaining a client permanently was to their benefit. Once the client began training, he had his foot in the door and often the SWP employer found him to be a valuable employee. In other cases, E&D staff members worked diligently to convince the employer to retain the client.

One important aspect of this effort with SWP employers was the promotion of mutual understanding among the clients, their co-workers and their employers. On many occasions a staff member had to discuss an enrollee's problems with an employer in order to explain the limitations and insecurities of a client to avoid similar problems in the future.

In one instance of unusually strong prejudice against welfare recipients, the Coach held meetings with the employer and staff to suggest more positive approaches to understanding the enrollees' problems. This meeting caused a change in the attitude of the employer to some degree but it had no effect on the employer's staff. Since this particular subcontractor provided types of training jobs which were in demand, the local E&D staff wanted to continue working with the employer. The local staff members were careful in selecting enrollees whose problems were minimal and who appeared strongly motivated to succeed under possible adverse conditions. This technique of handling deepseated prejudice was successful, and a number of the clients placed in these training slots were hired permanently by the SWP employer.

Actually, the client himself was the greatest asset in his effort to secure permanent employment. Once the client gained self - confidence in himself, his attitude toward his work and toward his co-workers changed, and he no longer felt different from the rest of the group. The local office staff would also encourage the clients to prove that they were valuable employees so that the employer would want to retain them on a permanent basis.

With a large subcontractor, such as the State hospital, the Coach could constantly keep her ears open to possible permanent job openings. Obviously, an employer would prefer having salaries subsidized, so the Coach was constantly on the lookout for permanent job openings in the hospital other than the training jobs. This technique of finding other permanent jobs with the same SWP employer proved to be successful.

It was difficult to obtain assurances of permanent employment in school systems, since the school budgets were limited. This was an unfortunate situation, since teacher aides were usually very successful trainees.

E. Other Services Provided by Local Office Personnel

1. General Counseling

In many ways, the most important area of assistance to the client through the transitional period was general supportive counseling. By supportive communications and counseling, the local office staff could help the client to perceive his situation more clearly and to achieve the necessary self-confidence so that he could realistically cope with his problems.

In some cases the trainee required counseling at the beginning of training regarding cleanliness, dress and personal hygiene. Sometimes the improvement would be so noticeable that it would make a lasting impression on the supervisor. Also, a physical improvement would give the client a more positive mental attitude and, thus, more self-confidence.

With many clients, the smallest problem they encountered could discourage them from going to work. These problems would range from having a flat tire to having a temporary loss of electricity in the house. The only way of showing the clients that they could solve these day-to-day problems and still go to work was to be in constant contact with them. During this contact, the Coach would help them solve these minor problems or suggest how they could solve them themselves. By treading the fine line of assisting the clients while not letting himself become a crutch to them, the Coach could lead the clients on the road to self-confidence and self-dependency. In other words, the Coach had to show the clients how to help themselves.

Another problem which had to be dealt with in assuring many clients' employability was their confusion between work life and personal life: Often a staff member would have to make the client aware that he must separate his work life from his private life. For example, if a client has to make personal phone calls, he should make them on his own time, not on company time.

An example of strong personal support which approached the parameters of friendship can be seen in the case of Mrs. Y. Mrs. Y was a young married woman, well on her way to a productive career as a dental aide. Then she became completely shattered and demoralized upon the departure of her husband into the U.S. Army. It was the stability, concern and support of the local office staff members which helped her through a most difficult situation and helped immeasurably to keep her on the job.

At times, this support and encouragement was needed even after the work training experience of subsidized employment. In several instances, the SWP clients were filled with persistent self-doubts about the ability to perform on a "real" nonsubsidized job. In these cases, intensive and continued ego support provided by the Coach or Counselor in the Follow-through phase seemed to make the difference in the client's staying with the job or giving it up. This support was gradually phased out during the 180 day Follow - through period as client self-confidence expanded.

2. Dealing with Family Problems

At times the local office staff members tried to help improve the family environment so that it would become a positive force in the enrollee's life. If this could be accomplished, many pressures and frictions stemming from family problems could be alleviated, and thus the enrollee could concentrate more of his energy toward

reaching his goal of permanent employment.

In the first year of operation, the most common family problem which had to be dealt with was the need to find child care facilities for clients' children. Early in the project, a local office staff member occasionally went from home to home in the community to find someone who would take in children during the day. When Community Coordinated Child Care (4-C) became fully operational in early 1971, the situation improved, and child care, in most cases, was no longer a problem which could not be solved.

Often, though, more intricate and more complex problems were dealt with. In one instance, a client's 17-year-old son, a high school dropout who had been living with relatives out of the area, came to live with the client and her second family (her second husband and two younger children). The family situation became fraught with friction and tension. Through the Counselor's personal knowledge of the home situation, the youth was placed in an MDTA Pre-Vocational Training Course, and subsequently found a job which enabled him to become self-sufficient. His new independence enabled him to live in separate, but nearby, quarters. The family crisis had seriously jeopardized the client's successful work experience. Had services not been provided for her son, she was certainly headed for termination for health reasons.

Quite often clients' families had to be advised on how to plan nutritional meals or how to plan a budget. Sometimes they were even advised on how to keep their houses warmer in the winter. In all of these examples, family problems were solved so that the client could keep his mind and physical being on the job.

3. Dealing with Transportation Problems

As previously stated, Vermont does not have the public transportation generally taken for granted in many areas of the United States. Consequently, transportation was one of the project's most constant problems.

Obviously, the transportation problem was most critical in rural areas where clients had to travel long distances to reach their job sites. The local office most affected by this problem solved it by setting up car pools. Fortunately, many of the clients were working with the same employer who was located some thirty miles away. Unfortunately, the clients were working different hours, different shifts and different days. The local office Coach arranged the car pools, using not only the SWP clients but also other non-SWP permanent employees as car pool resources. Needless to say, this was a never-ending struggle because the client automobiles consisted mostly of worn-out cars. Training Related Expenses were utilized to keep these cars repaired and to replace worn-out tires. Also, a set of battery cables were kept in the local office to help clients start their cars in severe sub-zero weather. One car out of commission could mean from three to five clients not having a means of

transportation to work. When this was the case, the Coach would find some other means of getting the clients to work, even if it meant her driving them herself. The Coach also had full knowledge of each client's working hours, so she could help them with changing car pools if the need presented itself. Even though transportation problems were a constant struggle with this local office, the problems were solved through steady work on the part of the local office staff.

In another local office, several clients who had no means of transportation were placed with a school system which enabled transportation to be provided via the normal school bus route. Another client was placed as an outreach worker and allowed to do the closest local work on foot until she had accumulated sufficient funds to purchase a used car.

4. Utilization of Other State Service Resources

E&D personnel had other state service resources at their disposal if such services were deemed necessary in assisting the client through the transitional period. The three main agencies which participated with their assistance were Vocational Rehabilitation, Social Welfare and the Office of Child Development. Vocational Rehabilitation was the routine source for medical tests and assistance. These services would deal with mental as well as physical problems. The Department of Social Welfare could assist the client in matters such as housing, family planning and budgeting. The Office of Child Development was of great assistance in providing day care facilities for the children of SWP clients through local 4-C offices. For a more detailed and comprehensive view of how these other State agencies helped in the transition from subsidized employment to permanent nonsubsidized employment, see The Role of the Counselor in Public Service Employment: The Vermont Experience.[1]

5. Finding Permanent Job Possibilities with Non-SWP Employers

Some clients successfully completed their SWP training but could not be retained by their initial SWP employer. The problem would be turned over to the Manpower Specialist, who would try to place the client permanently with a non-SWP employer. The Manpower Specialist would not merely look for any job for the purpose of placement statistics, but concentrate on looking for the right job for the client. He would first use the Job Bank as a job resource and then, if necessary, the Manpower Specialist would solicit local private or public employers who he thought would be suitable possibilities in order to see if they could hire the client.

[1]The Role of the Counselor in Public Service Employment: The Vermont Experience, Vermont Department of Employment Security, 1973.

The local office staff members oriented the SWP client concerning interviews for a permanent job. They would brief the client on proper appearance and etiquette and would often use the role-playing technique in mock interviews. In addition, a local office staff member would transport the client to the prospective employer for the interview, if he had no other means of transportation.

F. SWP Employers' Role in Assisting the Clients Through the Transitional Period

Since the clients were generally placed in social service type agencies accustomed to working with people, many employers gave support and understanding to the clients. A few exceptions were discussed earlier in this section. In most cases, employers took every effort to attempt to understand and cope with individual problems. They were less rigid and demanding of adherence to the regimented "nine to five" type of schedule and much more lenient about time off for illness or personal problems.

In one instance, several clients were working for a low-income housing project. Transportation problems again presented themselves and therefore the employer agreed to have his foreman pick up the clients and transport them to and from work. At one point, the supervisor telephoned the local office and reported that one of the clients had been absent frequently. A local office staff member investigated the problem and discovered that although the client did not have winter clothing needed for the job, he had too much pride to ask for help himself. The local office submitted a request for TRE monies, and winter clothing was bought. The client was able to return to work, knowing that his supervisor fully understood the situation.

Employers were also known to provide counseling for clients with personal problems. The head of services at an experimental school program was a qualified counselor who had previously worked with mental health services. She worked with all of the clients connected with this program whenever personal or emotional problems arose. For example, one client's child always threw temper tantrums whenever he knew his mother was preparing to go to work. Consequently, the mother was absent from work quite often because she had to stay home to manage her child. This counselor went to the client's home and worked with the child and through therapeutic sessions was able to make the child understand and accept the fact that his mother had to leave home every day in order to provide an income to support the family. Finally, the mother could go to work unhampered by her child.

APPENDIXES

APPENDIX A

DOT CODES AND WAGE LEVELS OF INITIAL PLACEMENT JOBS FOR ALL PROGRAM COMPLETERS PLACED AS OF APRIL 20, 1973

	1.75	1.76-2.00	2.01-2.25	2.26-2.50	2.51-2.75	2.76-3.00	3.01-3.25	3.26-3.50	3.51-3.75	3.76-4.00	4.00	Total
005.281					1							1
045.108					1							1
075.378							1					1
079.378		2										2
096.527		4										4
097.228					1							1
099.168						1						1
099.228											1	1
166.228						1						1
169.168		1		1				1				3
169.268						1						1
185.168			1	1								2
186.118									1			1
187.118	1							1				2
187.168				1			1					2
189.168	1		1									2
195.108	1	2	9	3								15
195.168							1					1
195.208			1	2			4		1			8
195.228				1								1
195.368							1					1
199.384				2								2
201.368	1	1	2	1								5
202.388		1	1									2
203.588			1	1								2
209.388		17		4	2							23
210.388				1					1			2
211.468		1										1
219.388	1	15	8	5	1	1						31
222.387				1								1
223.387			1	1	1							3
235.862		1	1									2
249.368		2										2
263.458		1										1
290.478		1	1									2
299.468	1		1									2
311.878		6	2									8
313.381		2										2
315.381			1									1
317.887			1									1
318.887		6										6
355.878		1	10									11
359.878	3	16	2		1							22
361.887		5										5
372.868			1			1	1					3
373.884								1				1

APPENDIX A (cont'd)

	1.75	1.76-2.00	2.01-2.25	2.26-2.50	2.51-2.75	2.76-3.00	3.01-3.25	3.26-3.50	3.51-3.75	3.76-4.00	4.00	Total
375.268					2							2
381.887		3	1	1	2							7
382.884		1	9	1	1							12
407.884				3								3
411.884	1											1
500.886						1						1
600.280						1						1
617.280						1						1
620.281			1									1
620.884		1										1
637.281			1									1
638.884					1							1
683.782				1								1
689.886					1							1
729.887			1									1
731.884		2										2
782.884	1											1
787.782	1			1								2
840.781				1		2						3
844.884				1								1
860.281			1		1							2
860.381		1					1					2
360.781											1	1
860.887	1			1								2
862.884				1							1	2
866.381				2								2
869.281				1								1
899.381		1	1									2
899.884				1								1
899.887			1			4						5
904.883				1								1
915.867				1		1						2
922.887					1							1
920.887		1										1
929.887	1	1		1								3
951.885				1								1
952.782			1									1
Totals	14	96	61	44	17	15	10	3	3	0	3	266

APPENDIX A1

JOB TITLES CORRESPONDING TO DOT CODES OF ALL PROGRAM COMPLETERS PLACED

005.281	Civil Draftsman
045.108	Counselor
075.378	General Duty Nurse
079.378	Dental Assistant
096.527	County Extension Service Nutrition Aide
097.228	Apprentice Instructor
099.168	Educational Specialist
099.228	Governess
166.228	Training Representative
169.168	Administrative Assistant
169.268	Claims Taker
185.168	Store Manager
186.118	Leasing Manager
187.118	Community Organization Director
187.168	Establishment Manager
189.168	Trainee Manager
195.108	Caseworker
195.168	Community Organization Worker
195.208	Case Aide
195.228	Recreation Leader
195.368	Management Aid
199.384	Scientific Helper
201.368	Secretary
202.388	Stenographer
203.588	Typist
209.388	Clerk-Typist
210.338	Audit Clerk
211.468	Cashier
219.388	General Office Clerk
222.387	Receiving Clerk
223.387	Automotive Parts Man
235.862	Telephone Operator
249.368	Counter Clerk
263.458	Salesperson
290.478	Sales Clerk
299.468	Cashier-Checker
311.878	Waiter
313.381	Second Cook
315.381	Cook
317.887	Cook, Helper
318.887	Kitchen Helper
355.878	Child Care Attendant
359.878	Child Care Attendant
361.887	Laundry Laborer
372.868	Watchman
373.884	Fire Fighter
375.268	Patrolman
381.887	Porter

APPENDIX A1 (cont'd)

382.884	Janitor
407.884	Grounds Keeper
411.884	Dairy Farm Hand
500.886	Electroplating Laborer
600.280	Machinist Apprentice
617.280	Heavy Duty Press Operator
620.281	Automobile Mechanic
620.884	Automobile Mechanic Helper
637.281	Gas Appliance Serviceman
638.884	Maintenance-Mechanic Helper
683.782	Weaver
689.886	Cloth Doffer
729.887	Electrical Accessories Assembler
731.884	Wood Toy Assembler
782.884	Hand Sewer
787.782	Sewing Machine Operator
840.781	Painter
844.884	Cement Mason
860.281	Maintenance Carpenter
862.884	Gas Serviceman Helper
866.381	Roofer
869.281	House Builder
899.381	Building Maintenance Man
899.884	Maintenance Man Helper
899.887	Building Maintenance Man Helper
904.883	Trailer-Truck Driver
915.867	Service Station Attendant
920.887	Hand Packager
922.887	Lumber Handler
929.887	Material Handler
951.885	Fireman
952.782	Substation Operator

APPENDIX B

DOT CODES AND WAGE LEVELS OF INITIAL PLACEMENT JOBS FOR ALL PROGRAM COMPLETERS PLACED WITH SWP EMPLOYER AS OF APRIL 20, 1973

	1.75	1.76-2.00	2.01-2.25	2.26-2.50	2.51-2.75	2.76-3.00	3.01-3.25	3.26-3.50	3.51-3.75	3.76-4.00	4.00	Total
005.281					1							1
045.108					1							1
079.378		2										2
096.527		4										4
097.228					1							1
099.168						1						1
166.228						1						1
169.168		1		1				1				3
169.268						1						1
185.168			1	1								2
187.118								1				1
189.168	1											1
195.108	1	2	9	3								15
195.168							1					1
195.208			1	1			2					4
195.228				1								1
199.384				2								2
201.368		1		1								2
202.388		1	1									2
209.388		11		1								12
210.388									1			1
211.468		1										1
219.388		9	7	3	1	1						21
223.387			1									1
235.862		1	1									2
249.368		2										2
311.878		6	2									8
313.381		1										1
315.381			1									1
317.887			1									1
318.887		6										6
355.878			10									10
359.878	3	15	2		1							21
361.887		5										5
372.868			1			1	1					3
373.884								1				1
375.268					2							2
381.887		2	1	1	2							6
382.884		1	8		1							10
407.884				3								3
620.281			1									1
638.884					1							1
731.884		2										2
840.781						1						1

APPENDIX B (cont'd)

	1.75	1.76-2.00	2.01-2.25	2.26-2.50	2.51-2.75	2.76-3.00	3.01-3.25	3.26-3.50	3.51-3.75	3.76-4.00	4.00	Total
844.884				1								1
860.281			1		1							2
860.887	1			1								2
866.381				1								1
869.281				1								1
899.381		1										1
899.884				1								1
899.887			1			4						5
952.782			1									1
Totals	6	74	51	23	12	10	4	3	1	0	0	184

APPENDIX C

DOT CODES AND WAGE LEVELS OF INITIAL PLACEMENT JOBS FOR ALL PROGRAM COMPLETERS PLACED WITH OTHER EMPLOYER AS OF APRIL 20, 1973

	1.75	1.76-2.00	2.01-2.25	2.26-2.50	2.51-2.75	2.76-3.00	3.01-3.25	3.26-3.50	3.51-3.75	3.76-4.00	4.00	Total
075.378							1					1
099.228											1	1
120.887		1										1
186.118									1			1
187.118	1											1
187.168				1			1					2
189.168			1									1
195.208				1			2		1			4
195.368							1					1
201.368	1		2									3
203.588				1								1
209.388		6		3	2							11
210.388				1								1
219.388	1	6	1	2								10
222.387				1								1
223.387				1	1							2
263.458		1										1
290.478		1	1									2
299.468	1		1									2
313.381		1										1
355.878		1										1
359.878		1										1
381.887		1										1
382.884			1	1								2
411.884	1											1
500.886						1						1
600.280						1						1
617.280						1						1
620.884		1										1
637.281			1									1
638.782				1								1
689.886					1							1
729.887			1									1
782.884	1											1
787.782	1			1								2
840.781				1		1						2
860.381		1					1					2
860.781											1	1
862.884				1							1	2
866.381				1								1
899.381			1									1
904.883				1								1
915.867				1		1						2
922.887					1							1
929.887	1	1		1								3
951.885				1								1
Totals	8	22	10	21	5	5	6	0	2	0	3	82

IN-TRAINING FOLLOW-UP FOR SPECIAL WORK ENROLLEES

THIS FORM IS TO BE COMPLETED BY A COACH OR MANPOWER SPECIALIST 2 WEEKS AFTER A SW CLIENT HAS BEGUN TRAINING; THEREAFTER AT 3 MONTHS AND 6 MONTHS. AFTER EACH VISIT, A COPY OF THE IN-TRAINING FOLLOW-UP FORM IS TO BE SENT TO THE E&D CENTRAL UNIT, AND A RECORD IS TO BE KEPT AT THE LOCAL OFFICE OF EACH VISIT.

NAME OF CLIENT: .....

JOB TITLE: .....

DOT CODE: .....

NAME OF COACH (OR MANPOWER SPECIALIST): .....

NAME OF SUBCONTRACTOR: .....

SUBCONTRACT NO.: .....

NAME OF SUPERVISOR: .....

DATE OF VISIT (WRITE IN APPROPRIATE BOX):

END OF 1st 2 WEEKS	END OF 3 MONTHS	END OF 6 MONTHS

I. SUPERVISOR INTERVIEW (DISCUSS WITH THE WORKSITE SUPERVISOR QUESTIONS SUCH AS THE FOLLOWING):

a.) SUPERVISOR'S ASSESSMENT OF CLIENT'S PROGRESS IN TERMS OF PUNCTUALITY ATTENDANCE, RELATIONSHIPS ON THE JOB, MOTIVATION, QUALITY OF WORK, ATTITUDE AND SELF-CONFIDENCE .....

b.) SUPERVISOR'S PERCEPTION OF CLIENT'S PROBLEMS, IF ANY .....

II. CLIENT INTERVIEW (DISCUSS WITH CLIENT THE FOLLOWING):

a.) CLIENT'S SATISFACTION OR DISSATISFACTION WITH JOB AND TRAINING .....

b.) DOES CLIENT HAVE SERVICE NEEDS OR PROBLEMS WITH WHICH E&D CAN ASSIST? WHAT? .....

c. WHAT SUPPORT SERVICES IS CLIENT PRESENTLY RECEIVING? .....

d. WHAT IS THE TYPE AND AMOUNT OF WELFARE BENEFITS CLIENT IS RECEIVING AT THIS TIME? .....

III. E&D COMMENTS

a.) HAVE ANY PLANS BEEN MADE TO RESOLVE CLIENT'S PROBLEMS OR SERVICE NEEDS? WHAT ARE THEY? .....

b.) WHAT IS COACH'S OR MANPOWER SPECIALIST'S ASSESSMENT OF CLIENT'S PROGRESS, HIS JOB SATISFACTION? .....

USE OTHER SIDE FOR FURTHER COMMENTS

VL DHR

APPENDIX E

POST-TRAINING FOLLOW-THROUGH FOR SWP CLIENTS

When a SW enrollee leaves the program (either terminates or completes), an E&D STAT form reporting the client's termination is sent to the central E&D unit. If the client was placed in permanent employment, this information is recorded on the STAT form. Thereafter 30, 90 and 180 day follow-through contacts from the date of termination are to be made on all project leavers. A copy of the follow-through form for each visit is to be sent to the central E&D unit. It is the responsibility of the local E&D staff to maintain a "tickler" file noting when each contact is to be made.

CHECK BOX: ☐ ☐ ☐ Day Follow-Through
30 90 180

DATE OF CONTACT: .....

NAME OF STAFF MEMBER: .....

NAME OF CLIENT: .....

ADDRESS: .....

.....

TELEPHONE NO: .....

DATE TERMINATED FROM SWP: .....

CLIENT ACTIVITY AT THIS TIME:
- ☐ —unemployed, not in labor force
- ☐ —unemployed, looking for work
- ☐ —employed with SWP employer
- ☐ —employed with other employer
- ☐ —in other training
  - —name of training program .....
  - —type of job for which training is being given .....

.....

I. CLIENT INFORMATION

A. Amount and type of welfare client is presently receiving: .....

B. Support services client is presently receiving: .....

.....

C. If client is presently unemployed, what are reasons: .....

.....

D. If client has left previous job, what was reason for leaving: .....

.....

E. If client is presently employed:

Name of employer: .....

Client's job title: .....

Hourly wage rate .....

Hours worked per week: .....

Date client began job: .....

Employer SIC: .....

Client's DOT: .....

	YES	NO
Is client satisfied with wages	☐	☐
Is client satisfied with job duties	☐	☐
Is client satisfied with supervisor	☐	☐
Is client satisfied with job location	☐	☐

F. Does client have any problems, or service needs for which E&D can help? What?

.....

.....

II. EMPLOYER INFORMATION: If client is employed with his SW employer, contact the employer:

A. Is employer generally satisfied with client: .....

.....

B. Does employer perceive any problems with client for which E&D can help?

.....

.....

.....

III. COACH'S OR MANPOWER SPECIALIST'S COMMENTS (are any arrangements being made to give client any support services): .....

.....